

THE EFFECT OF WRITE PAIR SHARE STRATEGY TO INCREASE TEN GRADE STUDENT AT SENIOR HIGH SCHOOL

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Abstract

The purpose of this study was to ascertain actual proof of the students' success in narrative text writing using the Write Pair Share Strategy at the X Grade of SMA Swasta Tunas Harapan. This study used quantitative methods. All of the learners in SMA Swasta Tunas Harapan's class X made up the study's population. 25 students from the experimental group (class X, IPA 1) and 25 students from the control group served as the study's sample subjects. (class X IPA 2). A test with multiple choices was used to gather the data. (1) The students' success in writing narrative texts by using the Write Pair Share Strategy received the post test with an average result of 80,8. (2) The students' success in producing narrative texts using the conventional approach received an average score of 58,6 on the post test. T-observed had a value of 7,54, and T-table had a value of 2,021. The fact that the value of t-observed was higher than t-table indicates that the Write Pair Share Strategy had a substantial impact on students' ability to write narrative texts.

Keywords: Effect, Narrative text, Write Pair Share Strategy

Introduction

Early hominins are believed to have developed the capacity to form a theory of mind and shared intentionality when they first developed communication systems that progressively diverged from earlier primate communication systems. Many linguists believe that the structures of language have developed to serve particular communicative and social functions. This development is sometimes considered to have occurred at the same time as an increase in brain volume. The human brain has many distinct regions where language is processed, but Broca's and Wernicke's areas are particularly important for this. Humans learn language through social interaction in infancy, and by the time they are three years old, most children are able to talk fluently. Culture and language are interdependent. Language thus

serves social purposes in addition to its purely communicative ones, including representing group identification, social stratification, and uses for social grooming and entertainment.

Despite not having the greatest number of native speakers, English is a major language in the globe. When two or more people want to interact with one another but speak different languages, English has become a bridge. According to Harmer (2007:1), English is now frequently used between speakers whose mother tongues are distinct. Furthermore, one or both speakers use it as a "second" tongue. This circumstance highlights the value of learning the English language.

Writing is an intellectual activity that requires having thoughts and then

thinking about how to organize them into phrases and paragraphs that are simple for readers to understand, according to Nunan (2003:88). It illustrates how writers are required to express their ideas clearly and create impactful writing. Writing also demonstrates to the reader the author's conceptual understanding of the issue under discussion. It ought to take system authoring into account.

In narrative writing, tense usage is crucial. Experiences might be normal (what individuals usually do) or current (present-day tales) (present narratives). The study is looking for the school where the student's influence on the proportion of writing occurs. Therefore, Sma Swasta Tunas Harapan was the site of the investigation.

Methods

Quantitative research techniques were applied. The research approach included an experiment. In order to determine the causes and effects of the independent and dependent variables, experimental research is conducted. (Creswell, 2012). The study's independent variable was the Write-Pair-Share technique. Writing proficiency served as the dependent variable for producing narrative material. In this experiment, control groups were used both before and after the exam. In this study, two groups—the experimental group and the

Additionally, the difficulty students have while writing Pair Share to produce experiential writings that are relevant to everyday life is the main driver for the need for study. Based on the foregoing explanation and research experience at Sma Swasta Tunas Harapan, the study provides an example that relates to the writing-related issues that students face.

Writing is challenging, distractible, irregular in pace, and prone to mistakes. Due to the fact that many students up to this point have not finished reading fairy tales, problems in writing narrative text are also caused by this. The Write Pair Share approach, which involves writing in pairs and then sharing it with other partners, can be used as a result.

control group—were both selected using non-purposive sampling.

Population

A population is a group of people who have similar characteristics. The population of this study consisted of all Grade X Sma Swasta Tunas Harapan students in the 2022–2023 academic year, which was made up of two classes with a combined enrollment of 50 students each. Additionally, the subsequent table displayed population.

No	Class	Number of students
1	X IPA 1	25 Students
2	X IPA 2	25 Students
	Total of Students	50 Students

Sample

The research sample for this study consisted of 50 students from classes X IPA

1 and X IPA 2. The experimental class was called X IPA 1 and the control class was called X IPA 2.

Class	Amount of Students	Kinds of Group
X-IPA 1	25 Students	Experimental Group
X-IPA2	25 Students	Control Group
Total	50 Students	

Data Collecting Technique

Data for this study were gathered using tests. The two tests were as follows:

a. Pre-Test

Prior to starting therapy, students took a pre-test to gauge their level of competency in crafting narrative texts.

b. Providing the Care

The treatment was provided to both the experimental class and the control class. The experimental class received the Write Pair Share technique while the control class received regular instruction.

c. Post-Test

Students took the post-test to compare their writing abilities between the

experimental Write-Pair-Share class and the conventional control technique.

Instrument of Collecting Data

This is done to ascertain the impact of text structure tactics on the comprehension of narrative text composition. Each indicator is represented with a multiple-choice question. The first meeting was used to gauge how well students understood how to write narrative texts. After teaching narrative text at the previous meeting, the Write-Pair-Share method was used to assess the students' writing comprehension.

The students' score classified by the classification proposed by Arikunto (2013):

Table 1. Validity Categories

Score	Categories
80-100	Excellent
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

$$\text{Score} = \frac{\text{The number right answer}}{\text{The number of Items}} \times 100$$

Validity of the Test

If the test's instrument items measure what is intended to be measured, the test is considered accurate.

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where:

- R = The correlation between two variables.
- N = Total of the Data
- X = The mark in the pre-test
- Y = The mark in the post-test
- XY = Sum of multiplication X and Y
- X² = Square of X
- Y² = Square of Y

Reliability of the Test

If a test can produce consistent results even when administered repeatedly to the same subjects or sample, it is considered dependable.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

- r₁₁ = reliability
- r_{xy} = correlation between the two halves

The Technique of Data Analysis

The research's data came from the student test results that were quantitatively evaluated. The quantitative use of statistical formulas is known as statistical analysis. The goal of the study was to identify the

significant differences between students who received instruction using the Write Pair Share Strategy and those who did not. The significance of the sum, the t-test, and the degree of freedom (df) of the test are compared as follows: Sugiyono (2011).

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum Dx^2 + \sum Dy^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note:

- M_x = Means score of experimental group
- M_y = Means score of the control group
- DX² = The deviation score of experimental group
- DY² = The deviations' score of control group
- N_x = The total sample of experimental group
- N_y = The total sample of control group

Data and Research Finding

According to the findings of this study, grade X students at SMA Swasta

Tunas Harapan significantly benefit from using the Write Pair Share strategy when producing narrative texts. This tactic was used, and the students' grade improved. It is evident from the pre-test scores of the experimental and control groups of pupils. Pre-test scores for students averaged 46,8 in the experimental group and 46,8 in the control group. The experimental group's

post-test results showed a mean score of 80,8 whereas the control group's was 58,6. It can be seen in more depth as follows:

The Score of Pre-test and Post-test of Experimental Group

This data was taken in X 1 in SMA Swasta Tunas Harapan that consisted of 25 students.

No.	Students' Initial	Scores of Pre-test (X)	Scores of Post-test (Y)
1	AG	60	80
2	ATS	70	85
3	AB	50	75
4	AS	50	70
5	CA	45	65
6	DL	55	75
7	DH	55	80
8	EW	60	85
9	AA	45	80
10	FDS	65	85
11	FH	55	80
12	H	60	85
13	MF	65	80
14	NP	65	85
15	NA	55	80
16	NS	65	85
17	PMA	55	80
18	RAS	60	85
19	RDA	55	75
20	RSS	50	85
21	SHS	65	80
22	SS	50	75
23	SDRS	65	80
24	SM	70	95
25	WA	65	90
Total		ΣX= 1455	ΣY= 2020

Based on the table above, it showed that:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1455}{25} = 58,2$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2020}{25} = 80,8$$

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{25(118350) - (1455)(2020)}{\sqrt{\{25(85975) - (1455)^2\} \{25(164150) - (2020)^2\}}}$$

$$r_{xy} = \frac{2958750 - 2939100}{\sqrt{\{2149375 - 2117025\} \{4103750 - 4080400\}}}$$

$$r_{xy} = \frac{19650}{\sqrt{32350(23350)}}$$

$$r_{xy} = \frac{19650}{27484}$$

$$r_{xy} = 0,71$$

It was discovered that the validity of the experimental group was 0,71 after examining its validity. This indicates that the scores for adopting the Write Pair Share Strategy when creating narrative material are high.

The Score of Pre-test and Post-test of Control Group

This data was taken in X 5 in SMA Swasta Tunas Harapan that consisted of 25 students.

No.	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)
1	AIA	45	55
2	ASAS	50	65
3	APA	50	65
4	ANRS	40	60
5	A	40	50
6	AAS	40	60
7	DA	45	60
8	DPM	50	55
9	E	45	50
10	FAA	40	65
11	F	50	60
12	KA	50	55
13	MD	55	65
14	MYS	45	55
15	RP	50	55
16	RG	40	60
17	R	45	50
18	SD	40	50
19	SE	45	65
20	SW	50	65
21	SA	50	55
22	TS	55	65
23	YA	45	55
24	VW	50	60
25	ZE	55	65

Total	$\Sigma X=1170$	$\Sigma Y=1465$
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Based on the table above, it showed that :

$$M = \frac{\sum X}{N}$$

$$M = \frac{1170}{25} = 46,8$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{1465}{25} = 58,6$$

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{25(68825) - (1170)(1465)}{\sqrt{\{25(56350) - (1170)^2\} \{25(86575) - (1465)^2\}}}$$

$$r_{xy} = \frac{1720625 - 1714050}{\sqrt{\{1408750 - 1368900\} \{2164375 - 2146225\}}}$$

$$r_{xy} = \frac{6575}{\sqrt{39850(18150)}}$$

$$r_{xy} = \frac{6575}{26893}$$

$$r_{xy} = 0,24$$

It was discovered that the validity of the control group was 0,24 after examining its validity. This indicates that composing narrative text without utilizing the Write Pair Share Strategy results in low scores.

Mean and Standart Deviation of Experimental Group

To calculate the data by using t-test formula, this research has to determine the mean and standart deviation of experimental group:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1455}{25}$$

$$M = 58,2$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{85975}{25}} = SDx = 58,6$$

Mean and Standart Deviation of Control Group

mean and standart deviation of control group:

To calculate the data by using t-test formula, this research has to determine the

$$M = \frac{\sum X}{N}$$

$$M = \frac{1170}{25}$$

$$M = 46,8$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{56350}{25}} = SDx = 47,4$$

After getting mean and standart data by using t-test formula:
deviation of each group, then analyzing the

$$t = \frac{Mx - My}{\sqrt{\left[\frac{X_2 + Y_2}{N_1 + N_2 - 2} \right] + \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{58,2 - 46,8}{\sqrt{\left[\frac{58,6 + 47,4}{25 + 25 - 2} \right] + \left[\frac{1}{25} + \frac{1}{25} \right]}}$$

$$t = \frac{11,4}{\sqrt{\frac{106}{48} + \frac{2}{25}}}$$

$$t = \frac{11,4}{\sqrt{2,208 + 0,08}}$$

$$t = \frac{11,4}{\sqrt{2,288}} = \frac{11,4}{1,51} = 7,54$$

To know the degree of freedom (df) is used formula as:

$$\begin{aligned} \text{Df} &= N1 + N2 - 2 \\ &= 25 + 25 - 2 \\ &= 48 \end{aligned}$$

After data processing, the t-test result was 7,5. If this is used, the moment degree of freedom (df) is $N1 + N2 - 2$ or $25 + 25 - 2 = 48$. The outcome was that the t-critical table had a significant 0,05 score of 2,021. So, it is true that t-score is greater than t-table. It was established that the researcher's hypothesis that using Write Pair Share Strategy in creating narrative material was successful since it earns a higher score than when it is not used.

CONCLUSION

Encouragement is provided in the teaching and learning process via the write-

pair-share strategy. Based on the results of the data analysis in the previous chapter, it was determined that H_0 was rejected but H_a was accepted, indicating that the Write Pair Share Strategy has a substantial impact on students' ability to write narrative prose at the X grade at SMA Swasta Tunas Harapan. The results of the study back up the usefulness of the Write Pair Share Strategy in helping students write narrative texts. Based on the data analysis, the study comes to the conclusion that using the write-pair-share strategy can make learning more engaging.

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